

## ***Summary***

### **Overview and Profile**

The data clearly suggests that prevention providers have high levels of education, years of experience and commitment to providing prevention services to the community. Data also suggests that providers retain positions within their organizations at rates higher than in typical social service organizations. As part of this process of analysis, we have developed a profile of the prevention provider in Maine. On average, professionals in these positions spend an average of 31 percent of their time on administrative activities; 18 percent of their time on capacity building activities; 33 percent of their time on programming service activities; 10 percent of their time on supervisory activities and 2 percent of their time on other activities such as cleaning and telephone follow up. The provider is most likely female with a Bachelor or Master's degree and has been working in the prevention field for three years or more, and earn an average wage of between \$12 and \$18 per hour. They have health insurance and sick leave provided by the organization. Additionally, they are working for agencies that are providing a variety of social services. Providers are willing to travel up to ninety minutes to attend training, are more interested in attending workshops or conferences and like the presentations to be one time, interactive events. An overview and analysis of each of these areas probed in the survey follows.

### **Recommendations**

As envisioned, this data will provide the State of Maine, Office of Substance Abuse Prevention with the opportunity to develop training and educational opportunities to meet the needs of the workforce. Training needs have been identified by the respondents in relation to how these activities are related to work day activities. As is outlined in this report, this data will provide a framework for additional discussions relating to workforce development, training needs and appropriate training delivery methods.

As a starting point, I would suggest that a training agenda be built around activities outlined by the respondents. From these areas and comparing both the importance of the activity to their jobs; the importance of receiving additional training in this area, and if they had received training in the past, a training agenda can be developed further. Based on these criteria, I would suggest an initial training agenda. These training opportunities should be interactive workshops or conferences. I have rank ordered these training topics within the activity areas and according to the level of importance of the activity to their jobs.

### **Program Services**

Working with youth  
Presentation skills

Confidentiality and ethical principles

**Administrative**

Program implementation  
Evaluation  
Public relations

**Supervisory**

Avoiding staff burnout  
Staff development

**Capacity Building**

Group facilitation  
Planning

Additionally, the data suggests that respondents who are in administrative or managing positions tended to rank higher the importance of administrative and supervisory activities. To address these issues, it would be important to offer training specifically for administrators and managers. Using the same criteria as outlined for the entire sample, a training agenda for administrators and managers would follow along these lines:

**Administrative**

Contract management  
Developing and managing budgets  
Collecting and analyzing data

**Supervisory**

Managing and leading staff

**Center for Substance Abuse Prevention (CSAP)  
State Prevention Advancement and Support Project (SPAS)**

**Consultant Technical Assistance Report**

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	Maine
<b>State/Jurisdiction:</b>	
<b>Type of TA:</b>	Prevention
<b>TA Recipient:</b>	Name of director: Linda Williams, Prevention Team Manager Name of organization: Office of Substance Abuse Prevention Address of organization: 159 State House Station, Augusta, ME 04333-0159
<b>Dates of TA</b>	Month Day(s) Year: April 1, 2003-July 2003
<b>TA Provider:</b>	Consultant: Thomas JA McLaughlin
<b>Date of Report:</b>	Month Day Year: June 16, 2003
<b>Purpose of TA:</b>	Add purpose: Workforce development survey and analysis
<b>CSAP State Project Officer:</b>	Name and Title
<b>SPAS Regional Director:</b>	

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**Section I      Background**

Many states and regions of the country have been involved in the process of developing workforce development plans for substance abuse prevention providers. As the number of organizations and activities continue to grow in complexity and focus, the need for a clearer understanding of the substance abuse prevention professional has become apparent. CSAP Western CAPT is an example of this. Using data collected from providers, Western CAPT has developed an extensive training agenda for substance abuse prevention providers. This agenda includes many different facets of training, including a priority on delivery methods and protocols, which meet the needs of providers in the region. The success of this initiative resides in the fact that workforce development protocols have been based on a clear understanding of the daily activities or prevention providers and the needs of those providers. From this assessment, an implementation plan and assessment strategies can be developed.

Maine has a proven track record for providing substance abuse prevention services throughout the State. Prevention providers work closely with the State office on a variety of projects, including data collection, program implementation and capacity building.

Over the past two years, substance abuse prevention providers have expanded. This can be attributed to many different factors, including a focus on the connection between health, wellness and substance abuse prevention. As the field of prevention grows, a need has emerged to have an understanding of the demographics of the current prevention providers, as well as an understanding of training needs and the day-to-day activities of the providers. The focus of this project is to survey the demographics, daily

activities, training needs of prevention providers and to develop training topics, as well as the delivery methods of those training topics to prevention providers in Maine.

## **Section II      Purpose of the Technical Assistance**

The purpose of this technical assistance is to provide the State of Maine, Office of Substance Abuse Prevention, with a clearer picture of the current substance abuse prevention provider in the State of Maine. To create this picture a survey was developed and administered to providers throughout the State. This survey was developed using multiple tools from other states, as well as from data gleaned from focused questions presented to a group of providers in November of 2002. From this data, a profile of the substance abuse prevention workforce will be developed and training topics and methods for delivery will be developed. This profile and the training needs are part of this project and its recommendations.

## **Section III      Goals**

The goal of this project is to begin the assessment process of understanding the demographics and training needs of the Substance Abuse Prevention workforce that is currently contracting for services with the State of Maine, Office of Substance Abuse Prevention Office.

We have identified the following outcomes for this project:

Provide the State of Maine Office of Substance Abuse Prevention with a profile of the prevention worker in Maine. This will include education level, years of experience, an estimate of time spent on specific work related activities, average wage, professional practice areas in which they feel competent, areas where more training is needed, areas which are important in performing their jobs including training needs, types and delivery of training and locations for additional training events.

To provide this profile, a 56 item, Likert type and nominal scale survey was developed and administered to 170 substance abuse prevention providers in Maine. Prior to the administration of the survey, the questionnaire was pilot tested with a group of prevention providers. Questions were clarified and a final survey instrument was developed. All prevention providers who receive funding from the Office of Substance Abuse Prevention were included in the sample. Reminder notices were sent to providers two weeks after the mailing of the surveys. One hundred and eleven surveys were returned for a return rate of 79 percent.

*What will they be able to do that they cannot currently do and what will they learn that they currently do not know?*

Currently, the Maine Office of Substance Abuse Prevention does not have any data relating to the workforce who are providing services under contract. As indicated in the background, prevention providers have increased substantially over the past two years.

While providers complete detailed information relating to project activities, expenditures and number of people served, little data is gathered on the demographics, training needs or daily activities such as administrative activities, supervisor duties, capacity building and other program related services of these providers. Moreover, while wages are reported as part of the quarterly reporting process, little is known about the providers benefit package, length of service in the prevention field, as well as issues relating to recruitment and retention. With the information gleaned from this survey, officials at the State Office of Substance Abuse Prevention will have an understanding of the demographics of the substance abuse prevention workforce, their daily work activities and training needs. From this data, the Office of Substance Abuse Prevention in Maine will be able to tailor workforce development training activities, which meet the needs of the workforce and are delivered in a manner which is effective and responsive to the workforce's needs.

*How and when will the State/jurisdiction be able to measure successful outcomes?*

From the data, the State will be provided with a profile based on the mean scores of providers who participated in the survey. This data will be an important part in the development of the next steps relating to formulating a workforce development plan.

## **Section IV            Methodology**

To develop and administer this survey, I have worked closely with Linda Williams, Prevention Manager from the State of Maine, Office of Substance Abuse Prevention. Part of this process involved the assessment community discussion data, conference calls with National experts, and review and integration of other state's workforce development survey instruments. Additionally, a draft of the survey instrument was tested with five substance abuse prevention providers. This test included a careful review and assessment of each item on the questionnaire. Suggestions from the providers were incorporated into the final survey document. All of this activity was in preparation of administering the survey instrument. The sample was drawn from the list of substance abuse prevention providers. All providers who receive funding from the Office of Substance Abuse Prevention were included in the sample and mailed a survey instrument. Completed surveys were returned to me, coded and entered into a database for analysis.

From the analysis, a final report has been completed, which develops a profile of the substance abuse prevention provider. This will serve as the basis for workforce development efforts including a profile of daily activities and educational and training opportunities.

## **Section V     Observations**

### **Overview and Profile**

The data clearly suggests that prevention providers have high levels of education, years of experience and commitment to providing prevention services to the community. Data also suggests that providers retain positions within their organizations at rates higher than in typical social service organizations. As part of this process of analysis, we have developed a profile of the prevention provider in Maine. On average, professionals in these positions spend an average of 31 percent of their time on administrative activities; 18 percent of their time on capacity building activities; 33 percent of their time on programming service activities; 10 percent of their time on supervisory activities and 2 percent of their time on other activities such as cleaning and telephone follow up. The provider is most likely female with a Bachelor or Master's degree and has been working in the prevention field for three years or more, and earn an average wage of between \$12 and \$18 per hour. They have health insurance and sick leave provided by the organization. Additionally, they are working for agencies that are providing a variety of social services. Providers are willing to travel up to ninety minutes to attend training, are more interested in attending workshops or conferences and like the presentations to be one time, interactive events. An overview and analysis of each of these areas probed in the survey follows. Additionally, raw scores and tables of all the data are included in Appendix A.

Table 1: Summary of specific job activity responses

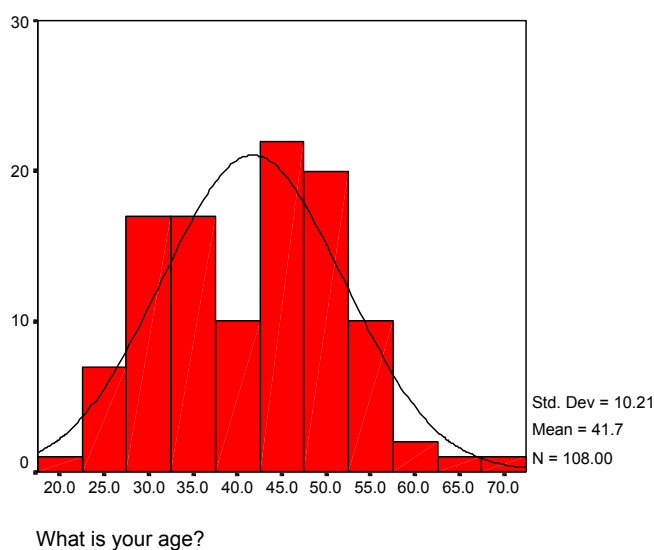
## Summary of specific job activity responses

Item	Importance of skill or activity in job	Received training	Importance of training or additional training in this item
<b>Administrative skills</b>			
Collecting and analyzing data	68%	62%	57%
Designing/selecting programs	75%	50%	45%
Program implementation	84%	58%	48%
Evaluation	81%	62%	59%
Grant writing	62%	41%	44%
Contract management	72%	54%	35%
Developing and managing budgets	70%	41%	36%
Public policy development and advocacy	52%	32%	29%
Public relations	78%	43%	41%
<b>Capacity building skills</b>			
Community mobilizing	66%	36%	45%
Coalition building	65%	42%	34%
Group facilitation	80%	74%	34%
Conflict resolution	72%	74%	44%
Team building and maintenance	76%	67%	42%
Planning	76%	60%	44%
<b>Program Skills</b>			
Substance abuse basics	62%	58%	41%
Understanding substance use, abuse and dependence theory	66%	63%	44%
Confidentiality and ethical principles	81%	71%	27%
Science based prevention	70%	59%	47%
Prevention frameworks	71%	48%	51%
Working with adults and organizations	77%	48%	38%
Working with youth	83%	70%	49%
Presentation skills	82%	68%	35%
Working with diverse populations	70%	60%	36%
<b>Personal skills</b>			
Accessing and using technology	76%	62%	46%
Time/stress management	73%	64%	28%
Networking	76%	46%	29%
<b>Supervisory skills</b>			
Recruitment and retention of volunteers	58%	35%	39%
Recruitment and hiring of staff	41%	36%	24%
Managing and leading staff	55%	47%	36%
Staff development	58%	42%	42%
Avoiding staff burnout	60%	34%	41%

## **Gender and Age**

Seventy-seven percent of the respondents are female and 23 percent are male. The average age of all respondents was 42. When compared by gender, the average age of female respondents is 39 and for males it is 46. Graph 1 illustrates this data and highlights the fact the respondents are fairly equally distributed within the data.

Graph 1: Age of respondents



## **Ethnic breakdown**

Table 2: Ethnic breakdown as reported by respondents

Group	Percent
White	88 percent
American Indian or Alaskan Native	6 percent
Multiracial/multiethnic	3 percent
Hispanic/Latino	1 percent
No answer to this question	2 percent

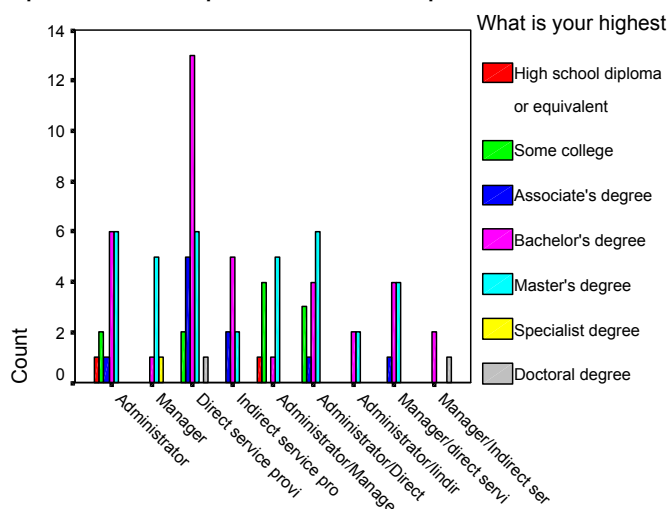
Eighty-eight percent of the respondents reported White as the group they most identify. Six percent reported American Indian or Alaskan Native, three percent reported multiracial/multiethnic, one percent reported Hispanic/Latino and two percent did not answer this question.

Table 3: Highest degree earned

What is your highest degree earned?		
	Frequency	Percent
High school diploma or equivalent	2	1.8
Some college, no degree	14	12.7
Associate's degree	12	10.9
Bachelor's degree	43	39.1
Master's degree	36	32.7
Specialist degree	1	.9
Doctoral degree	2	1.8
Total	110	100.0

Nearly 40 percent of the respondents reported having a Bachelor's degree and 33 percent reported having a Master's degree. As graph 2 suggests, analysis of highest degree earned and current position does not suggest any statistical significance ( $p>.05$ ). That is, prevention provider's education levels are widely dispersed throughout the field and education levels exist at all the categories

Graph 2: Description of current position



Check all the categories that describe your current position?

## **County worked**

Table 4: Respondent's working locations

County	Percentage of workforce
Cumberland	17 percent
Penobscot	8 percent
Knox	6 percent
York	5 percent
Washington	4 percent
Aroostook	4 percent
Lincoln	4 percent
Oxford	4 percent
Kennebec	4 percent
Androscoggin	2 percent
Franklin	2 percent
Piscataquis	1 percent
Somerset	1 percent
Waldo	1 percent
Hancock	1 percent
Multiple counties	24 percent
State wide	8 percent

Data suggests that the respondents come from all 16 counties in the State of Maine. Seventeen percent of the respondents reported they worked in Cumberland County, eight percent reported they worked in Penobscot County, eight percent reported working statewide, six percent reported they worked in Knox County; five percent reported working in York County; 4 percent reported working in Aroostook or Washington, or Kennebec, Lincoln, or Oxford Counties; two percent reported working in Androscoggin or Franklin counties; and one percent reported working in Hancock, Piscataquis, Somerset or Waldo county. Additionally, 24 percent of the respondents reporting that they work in multiple counties and eight percent reported working statewide. This suggests a wide dispersion of prevention services and that the conclusions of the data are relevant to state wide practice and protocols.

Table 5: Hours a week of substance abuse services

**How many hours per week are you currently providing substance abuse prevention services?**

	Frequency	Percent
Less than 5 hours	21	19.1
5 to 10 hours	16	14.5
11 to 20 hours	17	15.5
21 to 30 hours	16	14.5
31 to 40 hours	30	27.3
More than 40 hours	10	9.1
		100.0

Half (50 percent) of the providers reported providing substance abuse services 20 hours per week or more. Twenty-seven percent of the respondents reported they provide substance abuse prevention services between 31 and 40 hours per week; 14 percent reported providing services between 21 and 30 hours per week; nine percent report providing services more than 40 hours per week.

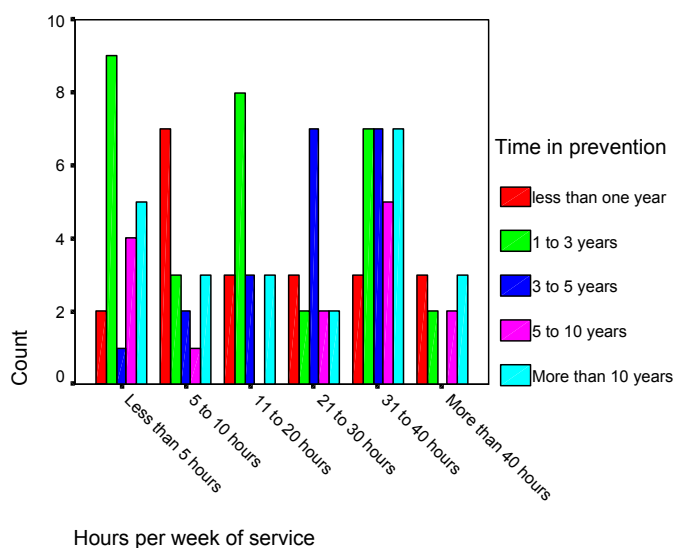
Table 6: Length of time working in substance abuse prevention

**How long have you worked in substance abuse prevention?**

	Frequency	Percent	Valid Percent
less than one year	21	19.1	19.1
1 to 3 years	31	28.2	28.2
3 to 5 years	20	18.2	18.2
5 to 10 years	14	12.7	12.7
More than 10 years	23	20.9	20.9
		100.0	100.0

Thirty-three percent of the respondents reported they have worked in substance abuse prevention for more than 5 years. Of those respondents, 21 percent reported working in substance abuse prevention for more than 10 years.

Graph 3: Time in prevention and hours of service-(weekly).



Within the data, a relationship also exists between length of service in prevention and hours per week of the service provided, as represented in graph 3. Respondents who have longer tenures in prevention tend to provide more services than those with shorter tenures.

Table 7: Description of current position

Check all the categories that describe your current position?

	Frequency	Percent	Valid Percent	Cumulative Percent
Administrator	16	14.5	14.5	14.5
Manager	7	6.4	6.4	20.9
Direct service provider	27	24.5	24.5	45.5
Indirect service provider	9	8.2	8.2	53.6
other	10	9.1	9.1	62.7
Administrator/Manager	11	10.0	10.0	72.7
Administrator/Direct service provider	14	12.7	12.7	85.5
Administrator/Indirect service provider	4	3.6	3.6	89.1
Manager/direct service provider	9	8.2	8.2	97.3
Manager/Indirect service provider	3	2.7	2.7	100.0
Total	110	100.0	100.0	

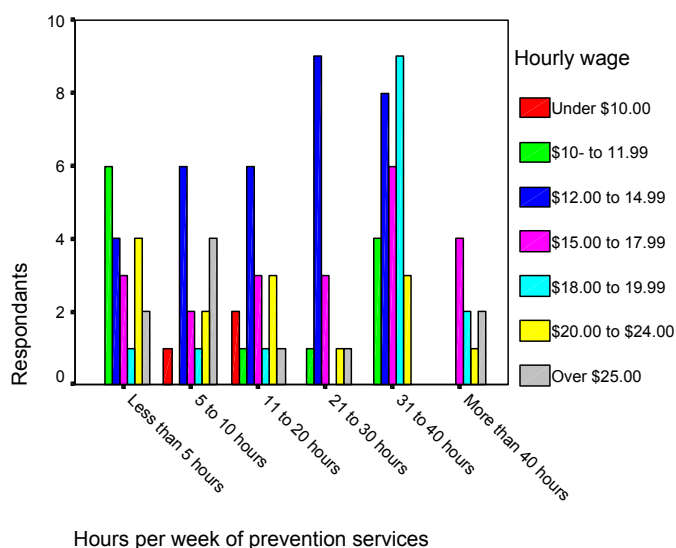
Fifty-four percent of the respondents are direct service providers; fifteen percent identified as indirect providers and 20 percent identified as administrators or managers.

## ***Wages***

Table 8: wages

Forty-nine percent of respondents have an hourly wage between \$12.00 and \$17.99 per hour; 26 percent earn between \$18.00 and \$24.00 per hour and nine percent earn over \$25.00 per hour.

Graph 8: Hourly wage of respondents by number of hours of prevention services offered by the organization.



Graph 8 illustrates a significant relationship ( $p < .05$ ) between hourly wage of the respondent and the number of hours of prevention services offered per week. The data suggests that 33 percent of the respondents ( $n=12$ ) who earn over \$20.00 per hour provide less than 10 hours of service per week. This is compared to 56 percent ( $n=22$ ) of respondents who earn between \$12.00 and \$17.99 per hour provide over 31 hours of prevention services per week.

## ***Fringe benefits***

Seventy-six percent report receiving partial or full health insurance benefits and 62 percent reported receiving retirement contributions as part of their employment fringe benefit package; 61 percent reported receiving compensation for sick leave. Within the other category, items such as educational leave, family leave and bereavement were identified. Fifty-five percent of the reported receiving some other type of leave.

**Which of the following benefits are provided partially or fully through your substance abuse prevention provider employment?-Health**

	Frequency	Percent
Fully	39	35.5
Partially	41	37.3
Not provided	25	22.7
Total	105	95.5
Total	110	100.0

**Which of the following benefits are provided partially or fully through your substance abuse prevention provider employment?-Sick Leave**

	Frequency	Percent
Fully	68	61.8
Partially	12	10.9
Not provided	22	20.0
Total	102	92.7
Total	110	100.0

**Which of the following benefits are provided partially or fully through your substance abuse prevention provider employment?-Other paid leave**

	Frequency	Percent
Fully	61	55.5
Partially	11	10.0
Not provided	26	23.6
Total	98	89.1
Total	110	100.0

**Which of the following benefits are provided partially or fully through your substance abuse prevention provider employment?-Retirement contributions**

	Frequency	Percent
Fully	19	17.3
Partially	39	35.5
Not provided	34	30.9
Total	92	83.6

Table 10: Other services provided by agencies

Fifty-nine percent of the respondents reported receiving substance abuse prevention funding from more than one source. Of those who reported receiving funding from multiple sources, 12 percent reported receiving funding from more than 2 sources. Additionally, two percent reported receiving substance abuse prevention type funding from private fund raising methods.

**What other services are provided by your agency?**

	Frequency	Percent
Substance abuse treatment	9	8.2
Mental health services	4	3.6
Social services	25	22.7
Other	30	27.3
Substance abuse treatment/mental health services	14	12.7
Mental health services/Social services	9	8.2
Total	93	84.5

Table 10 illustrates that 84 percent of all respondents reported that their organization provides other services in addition to substance abuse prevention. The category of “other” represents responses such as community center and health and wellness coalitions. Nearly 13 percent reported providing a combination of mental health and substance abuse services, as well as substance abuse prevention services.

Table 11: Previous prevention job held.

**How many previous substance abuse prevention jobs have you held?**

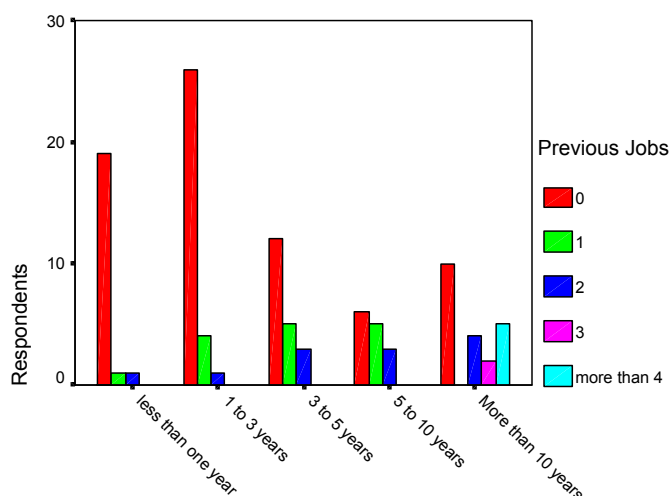
	Frequency	Percent
0	74	67.3
1	15	13.6
2	12	10.9
3	2	1.8
more than 4	5	4.5
Total	108	98.2

Sixty-seven percent reported their current prevention job is the only job they have held in substance abuse prevention. Twenty-six percent report they have held between one

and two previous prevention jobs and four percent report they have held three or more.

When analyzing this data within the context of the tenure of the respondents, a significant relationship exists: Respondents at all levels reported that the current prevention job is the only prevention job they have held. This provides some additional opportunities for training and professional development in several areas. First, they have a mean years of experience in substance abuse prevention of 3.5 years, most of which has been with the same organization. Thus, they have institutional knowledge of the organization. Also, because they have significant experience within the same organization in the same community, they have a greater understanding of the community in which they are providing the services.

Graph 9: Previous jobs held in substance abuse prevention



How long have you worked in substance abuse prevention?

Graph 9 highlights the relationship between number of jobs held by the respondents as compared with the years of experience in substance abuse prevention.

A thirty-two item skill and activity inventory asked for responses based on three specific questions within an identified skill or activity. The first question asked the respondents to rank, on a scale of Not important to Extremely important, the skill or activity. The second probe asked if the respondent had received training in the skill or activity, and the third and final question in the skill or activity item asked the respondent how important would it be for them to receive further or additional training in this skill or activity. Respondents also ranked this final question on a scale of Not important to Extremely important. Each skill or activity item was categorized into five headings, which corresponded to skills identified in other survey instruments, as well as the group question analysis completed in November of 2002. The category of Administrative skills had nine skill or activity items; the category of capacity building skills had six skill or activity items; the category of program skills had nine program skills or activities; the category of personal skills had three skills or activities and the category of supervisory skills had five skills or activities. A discussion follows relating to each item within the

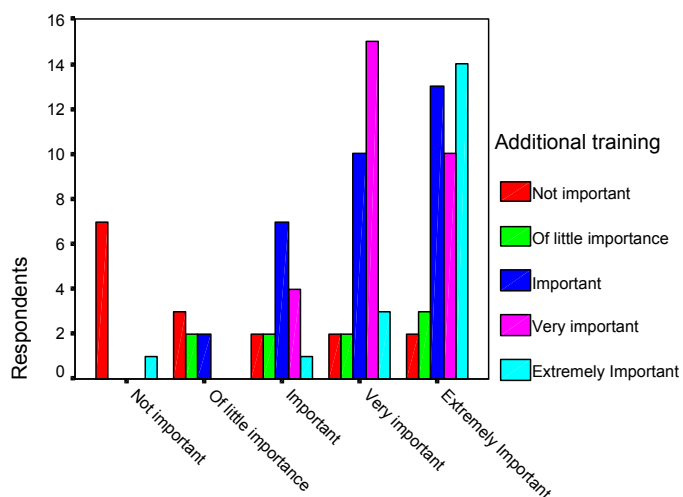
categories.

## ***Administrative skills***

### **Item 1 Collecting and analyzing data**

Sixty-eight percent of the respondents reported this activity was important to their job. Additionally, sixty-two percent of the respondents reported they have received training in collecting and analyzing the data. When asked how important it would be for them to receive additional training, 57 percent reported that it would be important for additional training.

Graph 10: Relationship between importance of additional training and the importance of the activity in their job.



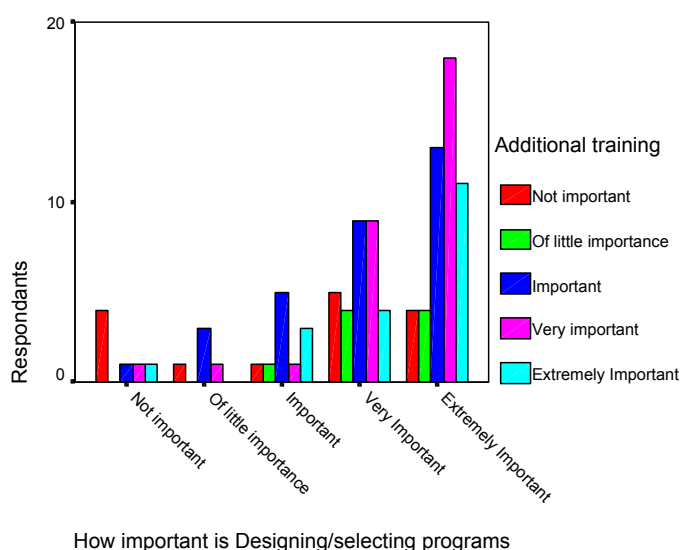
How important is this skill or activity in your job?-(Collecting and an

Graph 10 highlights the relationship between the question of importance of the skill or activity to the job and the importance of receiving additional training in this skill or activity. This graph suggests that there is a correlation between this skill and activity and the importance of additional training in the area of collecting and analyzing data.

### **Item 2 Designing/selecting programs**

Half of the respondents reported they had received training in the activity of designing and selecting programs; Seventy-five percent of the respondents reported this skill or activity was important to their job; only forty-five percent of the respondents reported it would be very important or higher to receive training in this activity.

Graph 11: Relationship between importance of additional training and the importance of the activity in their job.

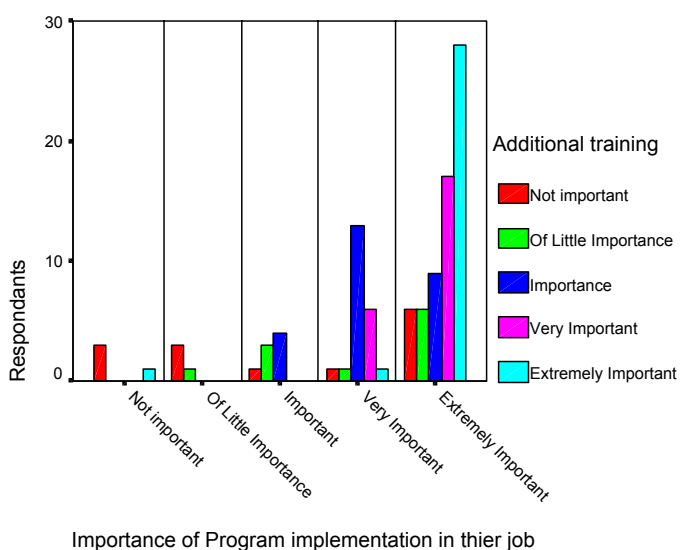


Analysis suggests there is a significant relationship between these two variables ( $p < .03$ ). This relationship is highlighted in graph 11.

### **Item 3 Program implementation**

Fifty-eight percent of the respondents reported they have received training in program implementation. Eighty-four percent of the respondents reported that program implementation was an important activity in their job. Additionally, 48 percent reported it would be important to receive additional training in program implementation.

Graph 12: Additional training

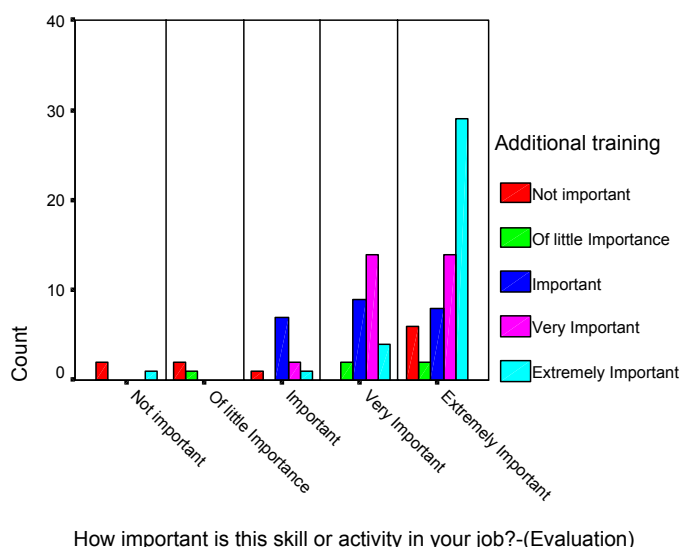


Graph 12 highlights the correlation between the importance of program implementation in the respondent's job and the responses to additional training. Analysis suggests a highly significant relationship ( $p < .001$ ) between these two variables. That is, as the level of importance increases there is a corresponding increase in the level of importance for additional training.

#### **Item 4 Evaluation**

Sixty-two percent of the respondents reported they have received training in evaluation. Eighty-one percent of the respondents reported that evaluation was an important skill in their job. Fifty-nine percent reported it would be important for them to receive additional training in this skill.

Graph 13: Comparison of evaluation and the need for additional training.



Graph 13 illustrates the relationship between the importance of evaluation to the respondent's job and the question of additional training. Correlation analysis of these two variables suggests a high correlation between the importance of evaluation and the need for additional training ( $p < .001$ ).

#### **Item 5: Grant writing**

Fifty-five percent of respondents reported they had not received training in grant writing. Sixty-two percent reported that grant writing is an important activity in their job. Forty-four percent reported it would be important for them to receive training or additional training in this skill. There is no statistical relationship between these two variables ( $p > .05$ ). Additionally, there is no relationship between this item and the current position listed by respondents.

#### **Item 6: Contract management including writing reports**

Seventy-eight percent of the respondents reported that contract management including writing reports was important in their job. Forty-one percent reported they had received training in this topic. Thirty-four percent reported that it would be important for them to receive additional training in this topic. There is an inverse relationship within these variables ( $p < .001$ ). That is, as the level of importance of this activity increased, the level of importance in receiving training decreased.

#### **Item 7: Developing and managing budgets**

Seventy percent of the respondents reported that developing and managing budgets was important in their job. Forty-one percent reported they had received training in developing and managing budgets. Thirty-six percent reported it would be important to receive training in developing and managing budgets. As in Item 6, an inverse relationship exists within these variables ( $p < .001$ ).

#### **Item 8: Public Policy development and advocacy**

Fifty-two percent of respondents reported public policy development and advocacy was an important activity in their job. Thirty-three percent of respondents reported they had received training in public policy development; Twenty-nine percent of the respondents reported it would be important to receive training in this topic. No relationship between these variables exist.

#### **Item 9: Public Relations**

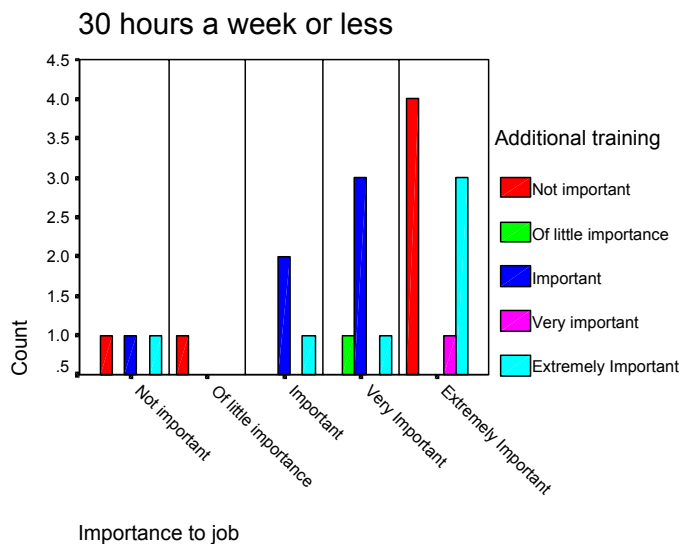
Seventy-eight percent of respondents reported that public relations was an important skill in their job; forty-three percent of the respondents reported they had received training in public relations; forty-one percent of the respondents reported that additional training in public relations would be important. As noted in Items 6 and 7, an inverse relationship exists between these variables. As the level of importance increases within the job activity, the level of importance as it relates to additional training decreases.

### ***Capacity building skills***

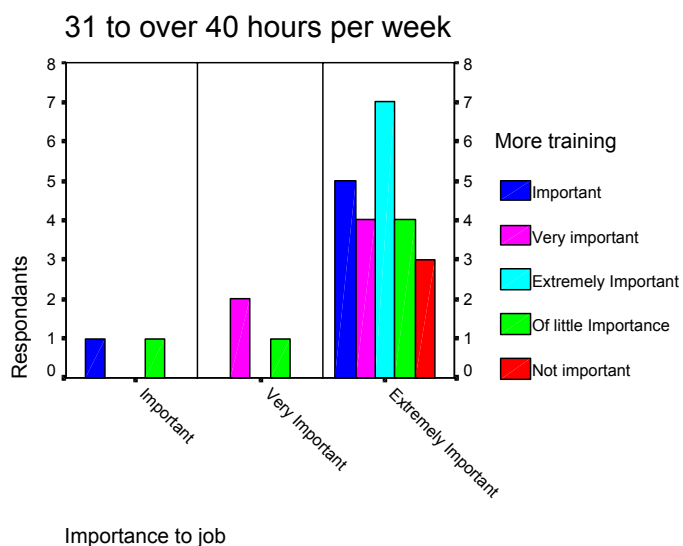
Within this category, a majority of the respondents reported they had received training in three of the six items. In the following items, 1 (Community mobilizing), Item 2 (Coalition building) and Item 3 (Group Facilitation), the majority reported they had **not** received training in these items. On all three of these items, respondents did report high levels of importance of these items in their jobs; however, they also reported lower levels of importance in receiving additional training in these items. A clear trend within this category exists between level of importance within these items and the importance of additional training. The trend suggests that respondents may not be interested in additional training in this category. Further analysis suggests a highly significant

relationship exists between all the items in this category and the number of hours of substance abuse prevention services provided ( $p < .001$ ). That is, as the number of hours of service increase, the level of importance of the activity in the job and the importance for additional training increases. Graphs 14 and 15 highlight this relationship.

Graph 14: Importance of additional training to job/30 hours a week or less



Graph 15: Importance of additional training to job/31 to over 40 hours per week



### **Item 1: Community mobilizing**

Sixty-six percent of the respondents reported that community mobilizing was an important activity in their job; Less than 35 percent reported they had received training in this topic; forty-five percent reported that it would be important for them to receive additional training in this skill.

### **Item 2: Coalition building**

Six-five percent of the respondents reported that coalition building is important in their jobs; forty-two percent reported they had received training in coalition building; Thirty-four percent reported they would like to see additional training in this skill.

### **Item 3: Group facilitation**

Eighty-percent of the respondents reported that group facilitation is important in their jobs; Seventy-four percent reported they had received training in group facilitation; thirty-four percent of the respondents reported it would be important to receive additional training in this skill.

### **Item 4: Conflict resolution**

Seventy-two percent of respondents reported conflict resolution is important in their job; Seventy-four percent reported they had received training in conflict resolution; Forty-four percent reported that additional training is important in this skill.

### **Item 5: Team building and maintenance**

Seventy-six percent of respondents reported that team building and maintenance was an important function in their jobs; Sixty-seven percent reported they had received training in this skill; Forty-two percent reported they would like to receive additional training in this skill.

### **Item 6: Planning(includes action and strategic plans)**

Seventy-six percent of respondents reported planning was an important skill or activity in their jobs; Sixty percent reported they had received training in planning; Forty-four percent reported it would be important for them to receive additional training in this skill.

### ***Program skills***

Nine items were probed within this category. In all nine items, respondents reported that the skills identified were important in their jobs. In seven of the nine items, a majority of the respondents reported they had received training. In item 5 (Prevention frameworks) and Item 6(Working with adults and organizations) a majority of the

respondents reported they had not received training. In all nine of the items, the respondents reported that it was not important for them to receive additional training in the items.

#### **Item 1: Substance abuse basics-signs, effects, laws**

Sixty-two percent of respondents reported that substance abuse basics were important to their job; Fifty-eight percent of the respondents reported they had received training in this item; Forty-one percent of respondents reported that it would be important to receive additional training in this topic.

#### **Item 2: Understanding substance abuse, abuse and dependence theory of addiction**

Sixty-six percent of respondents reported that understanding the theory of addiction was important in their job; Sixty-three percent of respondents reported they had received training in the theory of addiction; Forty-four percent reported it would be important for them to receive additional training.

#### **Item 3 Confidentiality and ethical principles**

Eighty-one percent of respondents reported that confidentiality and ethical principles were important in their job; Seventy-one percent reported they had received training; Twenty-seven percent reported additional training was important.

#### **Item 4: Science-based prevention**

Seventy percent of respondents reported that science-based prevention was important in their jobs; Fifty-nine percent of respondents reported they had received training; Forty-seven percent of respondents reported an importance of receiving additional training in science-based prevention was important.

#### **Item 5: Prevention frameworks**

Seventy-one percent of respondents reported that prevention frameworks were important in their jobs; Forty-eight percent of respondents reported they had received training; Fifty-one percent of respondents reported it would be important for them to receive additional training in this item.

#### **Item 6: Working with adults and organizations**

Seventy-seven percent of respondents reported that working with adults and organization was important in their jobs; Forty-eight percent of respondents reported they had received training in this topic; Thirty-eight percent reported it was important to receive additional training in this topic.

### **Item 7: Working with youth**

Eighty-three percent of respondents reported working with youth was important to their job; Seventy percent reported they had received training in this topic; Forty-nine percent reported an importance of receiving additional training in this topic.

### **Item 8: Presentation skills**

Eighty-two percent of respondents reported that presentation skills were an important part of their job; Sixty-eight percent of respondents reported they had received training in this skill; Thirty-five percent reported an importance in receiving additional training in this topic.

### **Item 9: Working with diverse populations**

Seventy percent of respondents suggested that working with diverse population was important; Sixty percent reported they had received training in this topic; Thirty-six percent reported it would be important to receive additional training in the topic, working with diverse populations.

## ***Personal skills***

On all three items in this category, a majority of the respondents reported these items were important to their job. With the exception of Item 3(networking), a majority of respondents reported they had received training in these areas. On all three items respondents reported little importance in receiving additional training in these areas. Further analysis based on type of organization, current position, education level or hours of prevention service did not reveal any trends or significant relationships.

### **Item 1: Accessing and using technology**

Seventy-six percent of respondents reported accessing and using technology was important in their job; Sixty-two percent reported they had received training in this area; Forty-six percent reported an importance in receiving additional training.

### **Item 2: Time/stress management**

Seventy-three percent of respondents reported time/stress management was an important part of their job; Sixty-four percent reported they had received training in this area; Twenty-eight percent reported an importance to receive additional training in this area.

### **Item 3: Networking**

Seventy-six percent of respondents reported networking was an important function in their jobs; Forty-six percent reported they had received training in this area; Twenty-nine percent reported an importance in receiving additional training.

### ***Supervisory skills***

In four of the five items probed in this category, respondents reported the skills identified were important in their job. In item 2(recruitment and hiring of staff) respondents reported this activity as not being important in their job. This is consistent with demographic data, which suggests respondents have been working in the field, and within the same job for a number of years. Within the question of have you received training, respondents reported in all five items they had not received training in these items. Importance of training in this category was mixed. Responses as a whole ranged from a high 42 percent to a low of 24 percent in rating the level of importance of training in this category. Further analysis, not surprisingly, highlights the fact that managers and administrators tend to score higher on the level of importance of these items, including the need for additional training, than non-supervisory positions.

#### **Item 1: Recruitment and retention of volunteers**

Fifty-eight percent of respondents reported recruitment and retention was an important skill in their job; Thirty-five percent reported they had received training in this skill; Thirty-nine percent reported an importance in receiving training in this skill.

#### **Item 2: Recruitment and hiring of staff**

Forty-one percent reported that recruiting and hiring staff was important to their job; Thirty-six percent reported they had received training in this area; Twenty-four percent reported it would be important for them to receive training in this area.

#### **Item 3: Managing and leading staff**

Fifty-five percent of respondents reported that managing and leading staff was important to their job; Forty-seven percent reported they had received training; Thirty-six percent reported that it would be important for them to receive additional training in this item.

#### **Item 4: Staff development**

Fifty-eight percent reported that staff development was important to their job; Forty-two percent reported they had received training; Forty-two percent reported that additional training in staff development was important.

### **Item 5: Avoiding staff burnout**

Sixty percent of respondents reported that avoiding staff burnout was important in their job; Thirty-four percent reported they had received training in this area; Thirty-nine percent reported that it would be important to receive additional training in this area.

#### ***Time spent performing major job activities***

According to the respondents, a typical day's activities are broken down as follows:

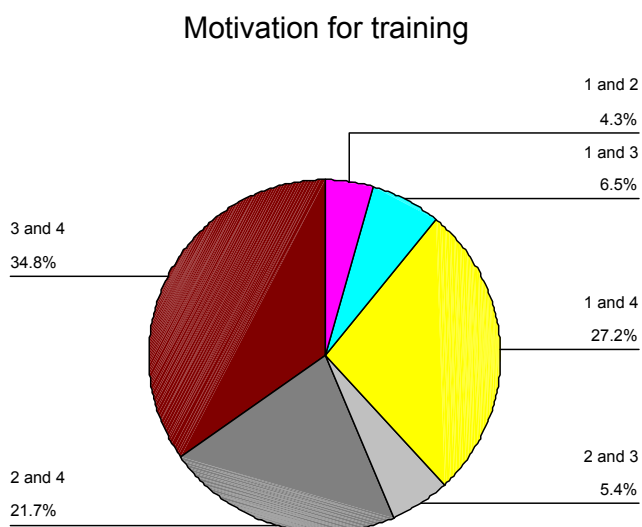
<b>Activity</b>	<b>Percentage of Time Spent Performing That Activity</b>
<b>Administrative:</b>	31 percent
Contract management, Data analysis, Designing programs, Evaluation development, Grant writing, Making programmatic decisions, Managing budgets, Planning and organizing, Program implementation, Public policy development and advocacy.	
<b>Capacity Building:</b>	18 percent
Coalition building, Community mobilization, Locating community resources, Networking, Partnership development.	
<b>Program Services:</b>	33 percent
Educating audiences on the cycle of addiction, Educating audiences on the drugs of abuse, Educating audiences on the family and individual dynamics of addiction, Interacting with adults, Interacting with youth, Motivating youth, Practicing active listening skills, Providing presentations, Utilizing knowledge of prevention principles, Utilizing youth development principles.	
<b>Supervisory:</b>	16 percent
Motivating volunteers, Overseeing adult volunteer programs, Recruitment and retention of volunteers, Staff development, Supervising staff.	
<b>Other (please specify):</b>	2 percent
(telephone contact follow ups, cleaning)	
<b>Total Percentage of Time:</b>	100

In three of the four activities, there is a direct relationship to the amount of time spent on the activity and the answers to each of the items with the proceeding importance of specific job activities. The expectation to this is the activity of program services and the program skills category. In this instance, the level of importance of the activity was listed as important, but the need for additional training was not listed as important.

### ***Training motivation***

As is reflected in the following pie chart, 35 percent of the respondents reported they would be motivated to take training for continuing interaction with other professionals and knowledge acquisition in a work setting; Twenty seven percent reported continuing education credits/certification requirement and college credit and skill development and knowledge acquisition in work setting; Twenty-one percent reported funding expectation and skill development and knowledge acquisition in work setting were motivation factors in training decisions. Analysis suggests that the top motivation is skill development and knowledge in work setting followed by continuing education credits/certification requirement/college credit.

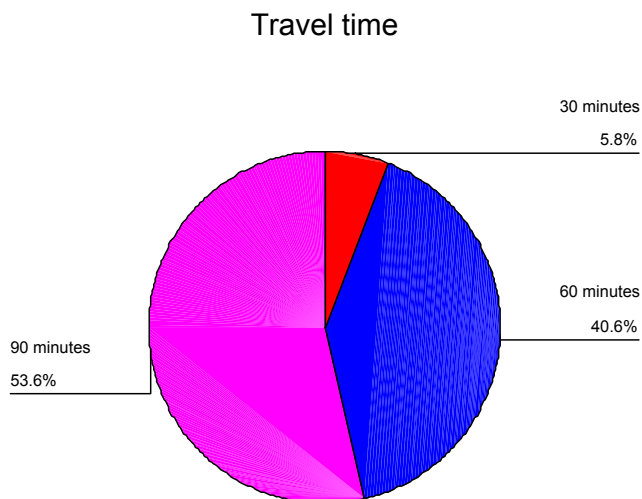
Graph 16: Training Motivation



### ***Travel to training***

Nearly 54 percent of the respondents reported they would travel 90 minutes to attend training sessions. Nearly 40 percent would travel 60 minutes.

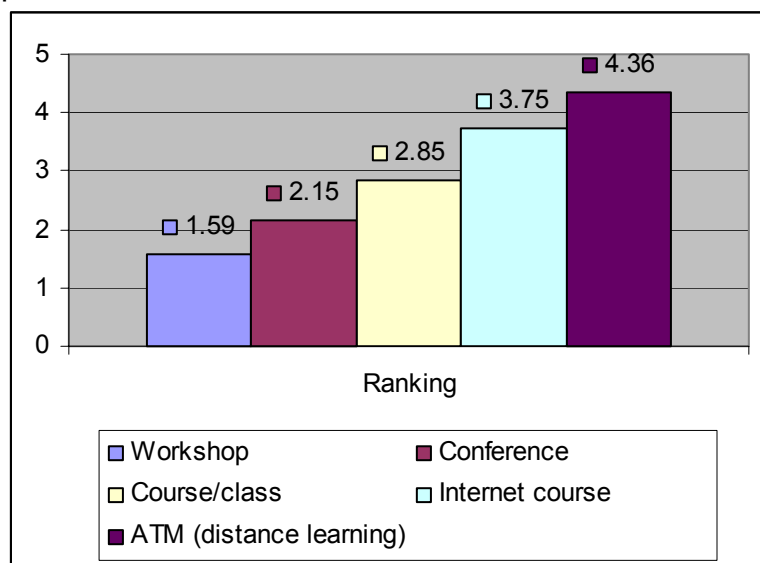
Graph 17: Travel to training



### ***Types of training***

Respondents were asked to rank order the types of training they would most likely participate in. Ranking was from 1 to 5 with 1 being the most preferred type and 5 being the least preferred type. As the graph illustrates, respondents ranked workshop as the most preferred method, followed by conferences. Courses or class were ranked third, internet courses were ranked fourth and ATM or distance learning was ranked fifth.

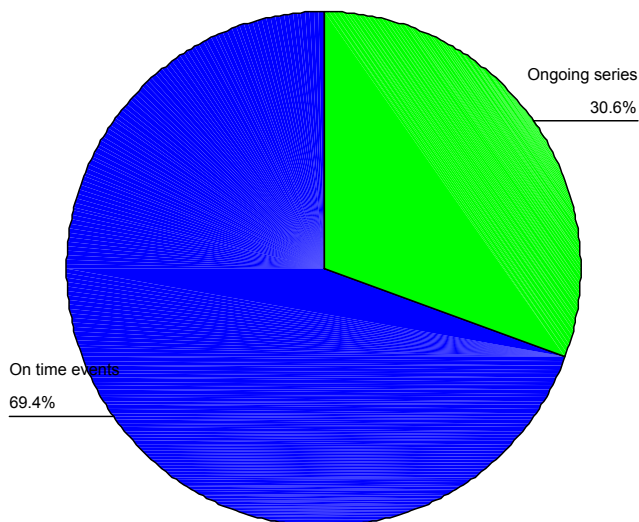
Graph 18: Rank order-(1 being the highest to 5 being the lowest) of type of training preferred.



***Preference in material delivery***

As is illustrated in graph 19, sixty nine percent of respondents preferred to attend a one time training event rather than an on-going series.

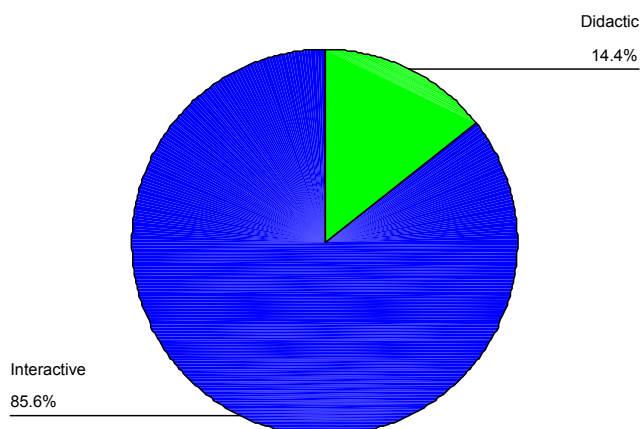
Graph 19: Preference in training event



### ***Delivery method***

As graph 20 illustrates, respondents overwhelmingly reported a preference in interactive presentations. Nearly 86 percent reported this preference while 14 percent reported a preference of didactic presentations.

Graph 20: Delivery method



### ***Plans for future in prevention***

Sixty four percent of respondents reported they plan to be working on prevention three years from now. Thirty-two percent of respondents reported they did not plan to be working in prevention. Of those who reported they would not be working in prevention, there were two distinct trends. One trend was related to funding and the fact that funds may not be available for their position, and the second was related to interest in prevention. When these two were analyzed within the context of years within the field, a relationship exists between providers who have been working in the field for over three years and their response to this question. That is, providers who have been in the field for over three years were more likely to report they plan to be providing service three years from now than those who had less experience.

## **Section VI            Recommendations**

As envisioned, this data will provide the State of Maine, Office of Substance Abuse Prevention with the opportunity to develop training and educational opportunities to meet the needs of the workforce. Training needs have been identified by the respondents in relation to how these activities are related to work day activities. As is outlined in this report, this data will provide a framework for additional discussions relating to workforce development, training needs and appropriate training delivery methods.

As a starting point, I would suggest that a training agenda be built around activities outlined by the respondents. From these areas and comparing both the importance of the activity to their jobs; the importance of receiving additional training in this area, and if they had received training in the past, a training agenda can be developed further. Based on these criteria, I would suggest an initial training agenda. These training opportunities should be interactive workshops or conferences. I have rank ordered these training topics within the activity areas and according to the level of importance of the activity to their jobs.

### **Program Services**

Working with youth  
Presentation skills  
Confidentiality and ethical principles

### **Administrative**

Program implementation  
Evaluation  
Public relations

### **Supervisory**

Avoiding staff burnout  
Staff development

### **Capacity Building**

Group facilitation  
Planning

Additionally, the data suggests that respondents who are in administrative or managing positions tended to rank higher the importance of administrative and supervisory activities. To address these issues, it would be important to offer training specifically for

administrators and managers. Using the same criteria as outlined for the entire sample, a training agenda for administrators and managers would follow along these lines:

**Administrative**

Contract management  
Developing and managing budgets  
Collecting and analyzing data

**Supervisory**

Managing and leading staff

## **Section VII      Next Steps**

This process of data collection, analysis and recommendations is the first step in development of the prevention workforce in Maine. As such, this data will serve as a benchmark for the development of the next step process. To complete this portion of the project, a meeting with Linda Williams, Prevention Team Manager for the Office of Substance Abuse Prevention, will be held. We will review the data and recommendations and develop a process for presenting the materials to the stakeholders who were part of the development of the survey. A meeting with these stakeholders will take place and the data will be presented. Additional training and technical assistance relating to the development of a training agenda will be developed by the stakeholder group, as well as in consultation with other technical assistance providers.

## **Section VIII      Attachments**

Survey instrument with raw data Appendix A

Appendix A

**MAINE WORKFORCE DEVELOPMENT SURVEY**

**OSA is conducting this survey to collect information about the characteristics of the Maine Prevention Workforce to determine their training needs. The outcomes are to develop training programs to meet those needs and to improve prevention services in Maine. Your responses to this survey are completely confidential and will be known only to \_\_\_\_\_.**

1. What is your gender:

**What is your Gender?**

	Frequency	Percent
female	85	77.3
male	25	22.7
Total	110	100.0

2. What is your age? \_\_\_\_\_

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
What is your age?	108	22	72	41.73	10.21

Graph suggests that age and thus the data itself is normally distributed.

3. With which one of the following groups do you most identify?

**With which of the following groups do you most identify?**

	Frequency	Percent
American Indian or Alaskan Native	7	6.4
Hispanic/Latino	1	.9
White	97	88.2
Multiracial/multiethnic	4	3.6
Total	109	99.1

4. What is your highest degree earned?

**What is your highest degree earned?**

	Frequency	Percent
High school diploma or equivalent	2	1.8
Some college, no degree	14	12.7
Associate's degree	12	10.9
Bachelor's degree	43	39.1
Master's degree	36	32.7
Specialist degree	1	.9
Doctoral degree	2	1.8
Total	110	100.0

5. In which county(ies) do you work? \_\_\_\_\_

**In which county(ies) do you work?**

	Frequency	Percent
Valid Androscoggin	2	1.8
Aroostook	5	4.5
Cumberland	19	17.3
Franklin	2	1.8
Hancock	1	.9
Kennebec	4	3.6
Knox	7	6.4
Lincoln	4	3.6
Oxford	4	3.6
Penobscot	9	8.2
Piscataquis	1	.9
Somerset	1	.9
Waldo	1	.9
Washington	5	4.5
York	6	5.5
Multiple counties	27	24.5
State wide	9	8.2
Other	2	1.8
Total	109	99.1

6. How many hours per week are you currently providing prevention services?

**How many hours per week are you currently providing substance abuse prevention services?**

	Frequency	Percent
Less than 5 hours	21	19.1
5 to 10 hours	16	14.5
11 to 20 hours	17	15.5
21 to 30 hours	16	14.5
31 to 40 hours	30	27.3
More than 40 hours	10	9.1
		100.0

7. How long have you worked in substance abuse prevention?

**How long have you worked in substance abuse prevention?**

	Frequency	Percent	Valid Percent
less than one year	21	19.1	19.1
1 to 3 years	31	28.2	28.2
3 to 5 years	20	18.2	18.2
5 to 10 years	14	12.7	12.7
More than 10 years	23	20.9	20.9
		100.0	100.0

8. Check all the categories that describe your current position.

**Check all the categories that describe your current position?**

	Frequency	Percent
Administrator	16	14.5
Manager	7	6.4
Direct service provider	27	24.5
Indirect service provider	9	8.2
other	10	9.1
Administrator/Manager	11	10.0
Administrator/Direct service provider	14	12.7
Administrator/Indirect service provider	4	3.6
Manager/direct service provider	9	8.2
Manager/Indirect service provider	3	2.7
	110	100.0

9. What is your hourly wage in your current substance abuse prevention position?

**What is your hourly wage in your current substance abuse prevention position?**

	Frequency	Percent
Under \$10.00	3	2.7
\$10- to 11.99	12	10.9
\$12.00 to 14.99	33	30.0
\$15.00 to 17.99	21	19.1
\$18.00 to 19.99	14	12.7
\$20.00 to \$24.00	14	12.7
Over \$25.00	10	9.1
Total	107	97.3

10. Which of the following benefits are provided partially or fully through your substance abuse prevention provider employment?:

**Which of the following benefits are provided partially or fully through your substance abuse prevention provider employment?-Health**

	Frequency	Percent
Fully	39	35.5
Partially	41	37.3
Not provided	25	22.7
Total	105	95.5
Total	110	100.0

**Which of the following benefits are provided partially or fully through your substance abuse prevention provider employment?-Sick Leave**

	Frequency	Percent
Fully	68	61.8
Partially	12	10.9
Not provided	22	20.0
Total	102	92.7
Total	110	100.0

**Which of the following benefits are provided partially or fully through your substance abuse prevention provider employment?-Other paid leave**

	Frequency	Percent
Fully	61	55.5
Partially	11	10.0
Not provided	26	23.6
Total	98	89.1
Total	110	100.0

**Which of the following benefits are provided partially or fully through your substance abuse prevention provider employment?-Retirement contributions**

	Frequency	Percent
Fully	19	17.3
Partially	39	35.5
Not provided	34	30.9
Total	92	83.6

11. Check the substance abuse prevention funding sources of your agency.

**Check the substance abuse prevention funding sources of  
your agency**

	Frequency	Percent
Substance Abuse Prevention and Treatment Block Grant	18	16.4
Safe and Drug Free Schools and Communities Act	6	5.5
Office of Juvenile Justice and Delinquency Prevention	11	10.0
One ME-(State Incentive Grant)	21	19.1
Fund for Healthy Maine	13	11.8
Other Federal Funding	1	.9
Other state funding	1	.9
Other	2	1.8
Both one/two	3	2.7
both one/three	3	2.7
both one and four	3	2.7
both one and five	2	1.8
both two/three	5	4.5
both two/four	3	2.7
one/two/three	3	2.7
one/two/four	4	3.6
one/two/five	2	1.8
Total	101	91.8

12. Which other services are provided by your agency?

**What other services are provided by your agency?**

	Frequency	Percent
Substance abuse treatment	9	8.2
Mental health services	4	3.6
Social services	25	22.7
Other	30	27.3
Substance abuse treatment/mental health services	14	12.7
Mental health services/Social services	9	8.2
Total	93	84.5

13. How many previous substance abuse prevention jobs have you held?

**How many previous substance abuse prevention jobs have you held?**

	Frequency	Percent
0	74	67.3
1	15	13.6
2	12	10.9
3	2	1.8
more than 4	5	4.5
Total	108	98.2

## Importance of Specific Job Activities

### *Administrative Skills* Collecting and analyzing data

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Collecting and analyzing data)**

	Frequency	Percent
Not important	9	8.2
2	8	7.3
3	17	15.5
4	33	30.0
Extremely Important	42	38.2
Total	109	99.1

Have you received training?

**Have you received training?-(Collecting and analyzing data)**

	Frequency	Percent
Yes	68	61.8
No	41	37.3
Total	109	99.1

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Collecting and analyzing data)**

	Frequency	Percent
Not important	16	14.5
2	9	8.2
3	32	29.1
4	30	27.3
Extremely Important	19	17.3
Total	106	96.4

### Designing/selecting programs

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Designing/selecting programs)**

	Frequency	Percent
Not important	7	6.4
2	6	5.5
3	13	11.8
4	32	29.1
Extremely Important	50	45.5
Total	108	98.2

Have you received training?

**Have you received training?-(Designing/selecting programs)**

	Frequency	Percent
Yes	55	50.0
No	51	46.4
Total	106	96.4

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Designing/selecting programs)**

	Frequency	Percent
Not important	12	10.9
2	11	10.0
3	31	28.2
4	22	20.0
Extremely Important	28	25.5
	104	94.5

### **Program implementation**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Program implementation)**

	Frequency	Percent
Not important	4	3.6
2	4	3.6
3	9	8.2
4	24	21.8
Extremely Important	68	61.8
Total	109	99.1

Have you received training?

**Have you received training?-(Program implementation)**

	Frequency	Percent
Yes	64	58.2
No	41	37.3
Total	105	95.5

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Program implementation)**

	Frequency	Percent
Not important	14	12.7
2	11	10.0
3	26	23.6
4	23	20.9
Extremely Important	30	27.3
Total	104	94.5

**Evaluation**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Evaluation)**

	Frequency	Percent
Not important	3	2.7
2	4	3.6
3	12	10.9
4	30	27.3
Extremely Important	60	54.5
Total	109	99.1

Have you received training?

**Have you received training?-(Evaluation)**

	Frequency	Percent
Yes	69	62.7
No	37	33.6
Total	106	96.4

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Evaluation)**

	Frequency	Percent
Not important	11	10.0
2	5	4.5
3	24	21.8
4	30	27.3
Extremely Important	35	31.8
Total	105	95.5

**Grant writing**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Grant writing)**

	Frequency	Percent
Not important	8	7.3
2	14	12.7
3	19	17.3
4	20	18.2
Extremely Important	48	43.6
Total	109	99.1

Have you received training?

**Have you received training?-(Grant writing)**

	Frequency	Percent
Yes	45	40.9
No	61	55.5
Total	106	96.4

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Grant writing)**

	Frequency	Percent
Not important	11	10.0
2	16	14.5
3	31	28.2
4	20	18.2
Extremely Important	29	26.4
Total	107	97.3

**Contract management including writing reports**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Contract management includes writing reports)**

	Frequency	Percent
Not important	5	4.5
2	7	6.4
3	13	11.8
4	33	30.0
Extremely Important	46	41.8
Total	104	94.5

Have you received training?

**Have you received training?-(Contract management includes writing reports)**

	Frequency	Percent
Yes	46	41.8
No	59	53.6
Total	105	95.5

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Contract management includes writing reports)**

	Frequency	Percent
Not important	18	16.4
2	15	13.6
3	33	30.0
4	23	20.9
Extremely Important	15	13.6
Total	104	94.5

**Developing and managing budgets**

How important is this skill or activity in your job?

Have you received training?

**Have you received training?-(Developing and managing budgets)**

	Frequency	Percent
Yes	45	40.9
No	60	54.5
Total	105	95.5

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Developing and managing budgets)**

	Frequency	Percent
Not important	19	17.3
2	20	18.2
3	27	24.5
4	24	21.8
Extremely Important	16	14.5
Total	106	96.4

**Public policy development and advocacy**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Public policy development and advocacy)**

	Frequency	Percent
Not important	12	10.9
2	13	11.8
3	25	22.7
4	31	28.2
Extremely Important	26	23.6
Total	107	97.3

Have you received training?

**Have you received training?-(Public policy development and advocacy)**

	Frequency	Percent
Yes	36	32.7
No	65	59.1
Total	101	91.8

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Public policy development and advocacy)**

	Frequency	Percent
Not important	14	12.7
2	15	13.6
3	31	28.2
4	32	29.1

**Public relations**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Public relations)**

	Frequency	Percent
Not important	2	1.8
2	5	4.5
3	15	13.6
4	32	29.1
Extremely Important	54	49.1
Total	108	98.2

Have you received training?

**Have you received training?-(Public relations)**

	Frequency	Percent
Yes	47	42.7
No	56	50.9
Total	103	93.6

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Public relations)**

	Frequency	Percent
Not important	9	8.2
2	18	16.4
3	35	31.8
4	23	20.9
Extremely Important	22	20.0
	107	97.3

***Capacity Building Skills***

**Community mobilizing**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Community mobilizing)**

	Frequency	Percent
Not important	9	8.2
2	11	10.0
3	15	13.6
4	31	28.2
Extremely Important	42	38.2
Total	108	98.2

Have you received training?

**Have you received training?-(Community mobilizing)**

	Frequency	Percent
Yes	40	36.4
No	64	58.2
Total	104	94.5

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Community mobilizing)**

	Frequency	Percent
Not important	14	12.7
2	14	12.7
3	23	20.9
4	31	28.2
Extremely Important	19	17.3
Total	101	91.8

**Coalition building**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Coalition building)**

	Frequency	Percent
Not important	7	6.4
2	11	10.0
3	18	16.4
4	28	25.5
Extremely Important	44	40.0
Total	108	98.2

Have you received training?

**Have you received training?-(Coalition building)**

	Frequency	Percent
Yes	47	42.7
No	56	50.9
Total	103	93.6

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Coalition building)**

	Frequency	Percent
Not important	16	14.5
2	15	13.6
3	30	27.3
4	22	20.0
Extremely Important	15	13.6
Total	98	89.1

**Group facilitation**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Group facilitation)**

	Frequency	Percent
Not important	3	2.7
2	4	3.6
3	14	12.7
4	26	23.6
Extremely Important	62	56.4
Total	109	99.1

Have you received training?

**Have you received training?-(Group facilitation)**

	Frequency	Percent
Yes	82	74.5
No	23	20.9
Total	105	95.5

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Group facilitation)**

	Frequency	Percent
Not important	14	12.7
2	17	15.5
3	33	30.0
4	15	13.6
Extremely Important	22	20.0
Total	101	91.8

**Conflict resolution**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Conflict resolution)**

	Frequency	Percent
Not important	2	1.8
2	7	6.4
3	22	20.0
4	34	30.9
Extremely Important	45	40.9
Total	110	100.0

Have you received training?

**Have you received training?-(Conflict resolution)**

	Frequency	Percent
Yes	81	73.6
No	27	24.5
Total	108	98.2

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Conflict resolution)**

	Frequency	Percent
Not important	15	13.6
2	17	15.5
3	35	31.8
4	20	18.2
Extremely Important	18	16.4
Total	105	95.5

**Team building and maintenance**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Team building and maintenance)**

	Frequency	Percent
Not important	1	.9
2	3	2.7
3	19	17.3
4	28	25.5
Extremely Important	57	51.8
Total	108	99.1

Have you received training?

**Have you received training?-(Team building and maintenance)**

	Frequency	Percent
Yes	74	67.3
No	32	29.1
2	1	.9
Total	107	97.3

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Team building and maintenance)**

	Frequency	Percent
Not important	13	11.8
2	15	13.6
3	31	28.2
4	23	20.9
Extremely Important	23	20.9
Total	105	95.5

**Planning (includes action and strategic plans)**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Planning-(includes action and strategic plans))**

	Frequency	Percent
Not important	3	2.7
2	4	3.6
3	16	14.5
4	24	21.8
Extremely Important	60	54.5
Total	107	97.3

Have you received training?

**Have you received training?-(Planning-(includes action and strategic plans))**

	Frequency	Percent
Yes	65	59.1
No	39	35.5
Total	104	94.5

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Planning-(includes action and strategic plans))**

	Frequency	Percent
Not important	15	13.6
2	15	13.6
3	25	22.7
4	23	20.9
Extremely Important	25	22.7
Total	103	93.6

***Program Skills***

**Substance Abuse basics-signs, effects, laws**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Substance abuse basics--signs, effects, laws)**

	Frequency	Percent
Not important	4	3.6
2	7	6.4
3	26	23.6
4	28	25.5
Extremely Important	41	37.3
Total	106	96.4

Have you received training?

**Have you received training?-(Substance abuse basics--signs, effects, laws)**

	Frequency	Percent
Yes	64	58.2
No	38	34.5
Total	102	92.7

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(substance abuse basics--signs, effects, laws)**

	Frequency	Percent
Valid Not important	9	8.2
2	18	16.4
3	27	24.5
4	27	24.5
Extremely Important	19	17.3
Total	100	

**Understanding substance use abuse and dependence theory of addiction**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Understanding substance abuse, abuse and dependence theory of addiction)**

	Frequency	Percent
Not important	3	2.7
2	7	6.4
3	26	23.6
4	35	31.8
Extremely Important	38	34.5
Total	109	99.1

Have you received training?

**Have you received training?-(Understanding substance abuse, abuse and dependence theory of addiction)**

	Frequency	Percent
Yes	70	63.6
No	35	31.8
Total	105	95.5

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Understanding substance abuse, abuse and dependence theory of addiction)**

	Frequency	Percent
Not important	13	11.8
2	15	13.6
3	25	22.7
4	30	27.3
Extremely Important	19	17.3
Total	102	92.7

**Confidentiality and ethical principles**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Confidentiality and ethical principles)**

	Frequency	Percent
Not important	3	2.7
2	4	3.6
3	12	10.9
4	24	21.8
Extremely Important	65	59.1
Total	108	98.2

Have you received training?

**Have you received training?-(Confidentiality and ethical principles)**

	Frequency	Percent
Yes	79	71.8
No	26	23.6
Total	105	95.5

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Confidentiality and ethical principles)**

	Frequency	Percent
Not important	23	20.9
2	22	20.0
3	29	26.4
4	14	12.7
Extremely Important	16	14.5
Total	104	94.5

### **Science based prevention**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Science based prevention)**

	Frequency	Percent
Not important	4	3.6
2	3	2.7
3	20	18.2
4	31	28.2
Extremely Important	47	42.7
Total	105	95.5

Have you received training?

**Have you received training?-(Science based prevention)**

	Frequency	Percent
Yes	65	59.1
No	36	32.7
Total	101	91.8

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Science based prevention)**

	Frequency	Percent
Not important	11	10.0
2	12	10.9
3	27	24.5
4	28	25.5
Extremely Important	24	21.8
Total	102	92.7

**Prevention frameworks**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Prevention frameworks)**

	Frequency	Percent
Not important	1	.9
2	4	3.6
3	24	21.8
4	27	24.5
Extremely Important	52	47.3
Total	108	98.2

Have you received training?

**Have you received training?-(Prevention frameworks)**

	Frequency	Percent
Yes	53	48.2
No	50	45.5
Total	103	93.6

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Prevention frameworks)**

	Frequency	Percent
Not important	8	7.3
2	14	12.7
3	27	24.5
4	36	32.7
Extremely Important	20	18.2
Total	105	95.5

**Working with adults and organizations**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Working with adults and organizations)**

	Frequency	Percent
Not important	1	.9
2	6	5.5
3	17	15.5
4	28	25.5
Extremely Important	57	51.8
Total	109	99.1

Have you received training?

**Have you received training?-(Working with adults and organizations)**

	Frequency	Percent
Yes	53	48.2
No	49	44.5
Total	102	92.7

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Working with adults and organizations)**

	Frequency	Percent
Not important	15	13.6
2	19	17.3
3	29	26.4
4	30	27.3
Extremely Important	12	10.9
Total	105	95.5

**Working with youth**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Working with Youth)**

	Frequency	Percent
Not important	2	1.8
2	5	4.5
3	11	10.0
4	16	14.5
Extremely Important	76	69.1
Total	110	100.0

Have you received training?

**Have you received training?-(Working with Youth)**

	Frequency	Percent
Yes	78	70.9
No	26	23.6
Total	104	94.5

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Working with Youth)**

	Frequency	Percent
Not important	14	12.7
2	19	17.3
3	19	17.3
4	32	29.1
Extremely Important	22	20.0
Total	106	96.4

**Presentation skills**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Presentation skills)**

	Frequency	Percent
Not important	1	.9
2	1	.9
3	17	15.5
4	34	30.9
Extremely Important	56	50.9
Total	109	99.1

Have you received training?

**Have you received training?-(Presentation skills)**

	Frequency	Percent
Yes	75	68.2
No	28	25.5
Total	103	93.6

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Presentation skills)**

	Frequency	Percent
Not important	18	16.4
2	16	14.5
3	32	29.1
4	22	20.0
Extremely Important	17	15.5
Total	105	95.5

**Working with diverse populations**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Working with Diverse Population)**

	Frequency	Percent
Not important	1	.9
2	7	6.4
3	23	20.9
4	25	22.7
Extremely Important	52	47.3
Total	108	98.2

Have you received training?

**Have you received training?-(Working with Diverse Populations)**

	Frequency	Percent
Yes	67	60.9
No	32	29.1
Total	99	90.0
Total	110	100.0

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Working with Diverse Populations)**

	Frequency	Percent
Not important	10	9.1
2	19	17.3
3	34	30.9
4	20	18.2
Extremely Important	20	18.2
Total	103	93.6

*Personal Skills*

**Accessing and using technology**

How important is this skill or activity in your job?

**How important is this skill or activity in your  
job?-(Accessing and Using Technology)**

	Frequency	Percent
Not important	3	2.7
2	1	.9
3	19	17.3
4	33	30.0
Extremely Important	51	46.4
Total	107	97.3

Have you received training?

**Have you received training?-(Accessing and  
Using Technology)**

	Frequency	Percent
Yes	69	62.7
No	35	31.8
Total	104	94.5

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Assessing and Using Technology)**

	Frequency	Percent
Not important	11	10.0
2	22	20.0
3	17	15.5
4	34	30.9
Extremely Important	17	15.5
Total	101	91.8

**Time/stress management**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Time/Stress Management)**

	Frequency	Percent
Not important	3	2.7
2	2	1.8
3	22	20.0
4	36	32.7
Extremely Important	44	40.0
Total	107	97.3

Have you received training?

**Have you received training?-(Time/Stress Management)**

	Frequency	Percent
Yes	71	64.5
No	33	30.0
Total	104	94.5

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Time/Stress Management)**

	Frequency	Percent
Not important	15	13.6
2	25	22.7
3	32	29.1
4	15	13.6
Extremely Important	15	13.6
Total	102	92.7

**Networking**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Networking)**

	Frequency	Percent
Not important	1	.9
2	2	1.8
3	18	16.4
4	34	30.9
Extremely Important	50	45.5
Total	105	95.5

Have you received training?

**Have you received training?-(Networking)**

	Frequency	Percent
Yes	51	46.4
No	49	44.5
Total	100	90.9

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Networking)**

	Frequency	Percent
Not important	17	15.5
2	24	21.8
3	28	25.5
4	17	15.5
Extremely Important	15	13.6
Total	101	91.8

***Supervisory Skills***

**Recruitment and retention of volunteers**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Recruitment and retention of volunteers)**

	Frequency	Percent
Not important	14	12.7
2	7	6.4
3	24	21.8
4	26	23.6
Extremely Important	38	34.5
Total	109	99.1

Have you received training?

**Have you received training?-(Recruitment and retention of volunteers)**

	Frequency	Percent
Yes	39	35.5
No	65	59.1
Total	104	94.5

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Recruitment and Retention of Volunteers)**

	Frequency	Percent
Not important	18	16.4
2	21	19.1
3	22	20.0
4	16	14.5
Extremely Important	28	25.5
Total	105	95.5

**Recruitment and hiring staff**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Recruitment and hiring of staff)**

	Frequency	Percent
Valid Not important	17	15.5
2	15	13.6
3	32	29.1
4	21	19.1
Extremely Important	24	21.8
Total	109	99.1

Have you received training?

**Have you received training?-(Recruitment and hiring of staff)**

	Frequency	Percent
Yes	40	36.4
No	64	58.2
Total	104	94.5

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Recruitment and hiring of staff)**

	Frequency	Percent
Not important	22	20.0
2	24	21.8
3	32	29.1
4	17	15.5
Extremely Important	10	9.1
Total	105	95.5

**Managing and leading staff**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Managing and leading staff)**

	Frequency	Percent
Not important	14	12.7
2	11	10.0
3	23	20.9
4	19	17.3
Extremely Important	42	38.2
Total	109	99.1

Have you received training?

**Have you received training?-(Managing and leading staff)**

	Frequency	Percent
Yes	52	47.3
No	51	46.4
Total	103	93.6

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Managing and leading staff)**

	Frequency	Percent
Not important	18	16.4
2	17	15.5
3	29	26.4
4	24	21.8
Extremely Important	16	14.5
Total	104	94.5

### **Staff development**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Staff Development)**

	Frequency	Percent
Not important	10	9.1
2	11	10.0
3	22	20.0
4	26	23.6
Extremely Important	39	35.5
Total	108	98.2

Have you received training?

**Have you received training?-(Staff Development)**

	Frequency	Percent
Yes	47	42.7
No	56	50.9
Total	103	93.6

How important would it be for you to receive training or additional training in this skill or activity?

**How important would it be for you to receive training or additional training in this skill or activity?-(Staff Development)**

	Frequency	Percent
Not important	19	17.3
2	17	15.5
3	23	20.9
4	25	22.7
Extremely Important	21	19.1
Total	105	95.5

**Avoiding staff burnout**

How important is this skill or activity in your job?

**How important is this skill or activity in your job?-(Avoiding Staff Burnout)**

	Frequency	Percent
Not important	12	10.9
2	7	6.4
3	23	20.9
4	30	27.3
Extremely Important	36	32.7
Total	108	98.2

Have you received training?

**How important is this skill or activity in your job?-(Avoiding Staff Burnout)**

	Frequency	Percent
Yes	38	34.5
No	64	58.2
Total	102	92.7

How important would it be for you to receive training or additional training in this skill or activity?

**How important is this skill or activity in your job?-(Avoiding Staff Burnout)**

	Frequency	Percent
Not important	21	19.1
2	13	11.8
3	28	25.5
4	22	20.0
Extremely Important	21	19.1
Total	105	95.5

**Time Spent Performing Major Job Activities**

**Administrative**

Contract management, Data analysis, Designing programs, Evaluation development, Grant writing, Making programmatic decisions, Managing budgets, Planning and organizing, Program implementation, Public policy development and advocacy

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Administrative	100	0	100	37.08	25.50

**Coalition building**

Community mobilization, Locating community resources, Networking, Partnership development

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Capacity Building	92	0	70	18.55	12.98

**Program services**

Educating audiences on the cycle of addiction, Educating audiences on the drugs of abuse, Educating audiences on the family and individual dynamics of addiction, Interacting with adults, Interacting with youth, Motivating youth, Practicing active listening skills, Providing presentations, Utilizing knowledge of prevention principles, Utilizing youth development principles.

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Program Services	93	5	100	37.76	27.74

**Supervisory**

Motivating volunteers, Overseeing adult volunteer programs, Recruitment and retention of volunteers, Staff development, Supervising staff.

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Supervisory	82	0	60	16.66	12.38

14. Check two of the following factors that are most likely to motivate you to take a training course.

**Check two of the following factors that are most likely to motivate you to take a training course.**

	Frequency	Percent
Continuing education credits/certification/College credit	2	1.8
Interaction with other professionals	3	2.7
Skill Development and knowledge	7	6.4
1 and 2	4	3.6
1 and 3	6	5.5
1 and 4	25	22.7
2 and 3	5	4.5
2 and 4	20	18.2
3 and 4	32	29.1
4 and 5	4	3.6
Total	108	98.2
Missing System	2	1.8
Total	110	100.0

15. How far (one way) are you willing to travel to attend a training that is relevant to your needs?

**How long-(one way) are you willing to travel to attend a training that is relevant to your needs?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30 minutes	4	3.6	3.8	3.8
	60 minutes	65	25.5	26.4	65.1
	90 minutes	37	33.6	34.9	100.0
	Total	106	96.4	100.0	
Missing	System	4	3.6		
Total		110	100.0		

16. What are the worst weekdays for you to participate in a training?

**What are the worst weekdays for you to participate in a training?-(check all that apply)**

	Frequency	Percent
Monday	24	21.8
Tuesday	5	4.5
Wednesday	4	3.6
Thursday	4	3.6
Friday	11	10.0
Saturday	48	43.6
Total	96	87.3

17. Please rank order the following types of training with 1 being the most preferred type and 5 being the least preferred.

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Please Rank the following types of training with 1 being the most preferred type and 5 being the least preferred.	103	0	5	3.75	1.23
Please Rank the following types of training with 1 being the most preferred type and 5 being the least preferred.	101	1	5	1.59	.93
Please Rank the following types of training with 1 being the most preferred type and 5 being the least preferred.	100	1	5	2.15	.95
Please Rank the following types of training with 1 being the most preferred type and 5 being the least preferred.	100	1	5	4.36	.82
Please Rank the following types of training with 1 being the most preferred type and 5 being the least preferred.	101	1	5	2.85	1.22
Valid N (listwise)	99				

18. Please check your preference in each pair of the following

#### Please check your preference in each pair of the following

	Frequency	Percent
Didactic presentation	14	12.7
Interactive presentation	83	75.5
Total	97	88.2

19. Do you plan to be providing prevention services 3 years from now?

**Do you plan to be providing prevention  
services 3 years from now?**

	Frequency	Percent
Yes	71	64.5
No	3	2.7
2	32	29.1
Total	106	96.4

20. What is the main reason that you answered Question 18 the way you did?

Thank you for completing this survey. 😊